DOCUMENT RESUME

ED 405 619 CS 509 463

AUTHOR Jackson, Rebecca; Berkshire, Mimi
TITLE Speaking and Listening across the Curriculum: Teaching Teachers. K-12 Teachers' Short Course.
PUB DATE 24 Nov 96
NOTE 23p.; Paper presented at the Annual meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
PUB TYPE Speeches/Conference Papers (150) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Curriculum Development; Higher Education; *Inservice Teacher Education; Integrated Curriculum; Learning Strategies; Minicourses; Secondary Education; *Speech Communication; Teacher Improvement; Teacher Workshops
IDENTIFIERS *Speaking and Listening across Disciplines; *Speech Communication Education

ABSTRACT

With nationwide acceptance of writing across the curriculum, educators are now realizing the next wave in curriculum reform: speaking and listening across the curriculum. There is a movement to introduce speech across the curriculum of secondary schools and higher education. To learn any subject or interest area, students will utilize the skills of reading, writing, speaking, and listening. Communication teachers are the experts who will be asked to provide services and in-service training in speaking/listening across the curriculum. A survey can obtain valuable information about faculty and staff wants and needs concerning in-service training. Before implementing a workshop, the present neglect of oral language in English instruction should be taken into account. In a workshop, an overview of the speech communication course and standard evaluation forms should be given participants for better understanding. A videotape of past/present speeches should be viewed. Special problems or dilemmas in speech communication, for instance, special needs of English-as-a-Second-Language (ESL) students and the communication apprehensive (CA) student should be discussed. Experiences can be shared, and questions should be entertained from time to time. The faculty should be made aware that more than on evaluation tool can be used and that these tools can be tailored for assignments and objectives. Explanations of the presenters' philosophy and pedagogy, as well as advice on what does and does not work in the classroom could be offered. (Contains 2 sample forms, 6 references, and a list of 49 resources.) (CR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 405 619

SCA

K-12 TEACHERS' SHORT COURSE

SPEAKING AND LISTENING ACROSS THE CURRICULUM: TEACHING TEACHERS

REBECCA JACKSON
MIMI BERKSHIRE

MACONAQUAH HIGH SCHOOL
R.R. 1 BOX 30
BUNKER HILL, IN 46914

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

R. Jackson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CS509463

SCA NATIONAL CONVENTION
NOVEMBER 24, 1996
SAN DIEGO, CALIFORNIA

BEST COPY AVAILABLE

With the nationwide acceptance of writing across the curriculum, educators are now realizing the next wave in curriculum reform - speaking and listening across the curriculum. Just as the language arts teachers have been called upon to provide in-service, training, and resource aids and materials to teachers of various disciplines, the speech communication teacher will be called upon to provide the same services. Unless your state education department or governing body's curriculum mandates speech communication or unless your school district or corporation requires speech communication for graduation, most students will receive little opportunity for structured oral communication. The focus of this workshop will be to provide the speech communication teacher with resource materials and a plan to implement in developing and conducting in-service and training workshops for his/her colleagues to insure that students will receive adequate preparation across the curriculum in oral communication.

"Our colleagues in English departments have recognized that writing skills are not mastered in an occasional writing class, but must be regular and in various contexts. The Writing Across the Curriculum movement reflects that recognition. There is a similar move to introduce speech across the curriculum of secondary schools and higher education" (Allen, 69). However, this integration of communication skills at the secondary level is usually in name only. The prevailing and erroneous assumption of those outside our discipline, including the language arts, is that speaking and listening are innate skills and do not need to be taught.

In smaller schools the instruction of speaking and listening is left to the English

teacher. Given the similarities of the disciplines it would naturally make sense to integrate speaking and listening in the English classroom. "But the weakness here is that so few English teachers are adequately prepared to develop a sound speech program. Furthermore, in the heavily loaded English curriculum with its demands upon time for grammar, composition, and literature, speaking tends to be overlooked or casually treated" (19). The old adage holds true. "Teachers teach what they know." The English teacher, for the most part, is not comfortable in the teaching of speaking and listening or misguidedly believes that a classroom discussion or the reading of Hamlet aloud is actually providing communication instruction. "Merely providing opportunities for talking and listening in the classroom is not an adequate substitute for informal and systematic instruction in oral communication" (Witkin, 55-56). The reality is that little, if any, meaningful instruction in oral communication occurs within a literature-centered curriculum. Until state licensing boards of teacher certification require speaking and listening instruction of its future teachers, the integration of communication skills will be left to the speech communication teacher alone or left to an unwilling, unknowing English teacher, and one has to seriously question if any valid instruction of communication or true understanding of communication integration can be identified. To date, only the state of Wisconsin requires all new teachers certified after 1992 to take course work in reading, writing, speaking, and listening across the curriculum.

The importance of the teaching of communication is obvious. Survey after survey and study after study will claim that the number one asset for any employee is his/her communication skills. In a recent survey conducted by the Maconaquah School Corporation School Board of Bunker Hill, Indiana, to asset employee concerns, the number one problem

indicated was communication or the lack thereof. Communication not only insures professional and interpersonal success but also educational success. To learn in any subject or interest area, a student will utilize the skills of reading, writing, speaking, and listening. Marilyn Hanf Buckley asserts: " listening, speaking, reading, and writing are the verbal thinking processes by which students come to learn geography, history, and most other content areas" (44). "For every fact which a student can trace to a book, there are many more that can be traced to the spoken word" (Allen, 55).

If we accept all this to be a given, then the obvious and perhaps most profound educational reform to take place will be "Speaking and Listening Across the Curriculum." In any educational reform movement there will be the pioneers, the experimenters, or the trail blazers. These individuals are the risk takers, the experts who will lead in education reform. Where do teachers, administrators, and other instructional personnel seek these individual experts? You, as communication teachers, are the experts and as experts will be asked or will be "forced" to provide invaluable services in speaking and listening across the curriculum. SCA's Rationale Kit: Statements Supporting Speech Communication concludes that " systematic instruction in speech communication -- under the supervision of appropriately prepared professionals and within a balanced curriculum -- is crucial to assure that the "essential" goals of education are met (Peterson and Hadley, 4). For most schools and institutions the communication teacher will be the only resource that his/her school can provide for cross-curricular training or in-service.

Before implementing a "Speaking and Listening Across the Curriculum Workshop," one must understand the neglect of oral language in our sister discipline, English. If family

neglects us, then is it not obvious that the other disciplines will avoid us. Buckley cites three reasons for this neglect.

> **First**, lack of knowledge of oral language. (What is it? How do you teach it? How do you measure it? What are its components? What does a semester curriculum look like? And so forth.)
>
> **Second**, lack of appreciation about the worth of oral language. (Everybody talks and listens, so why bother? Who needs it? There isn't time in the school day for "extra" subjects. If kids have a problem, it's that they talk too much. What they need is more reading and writing. Parents don't send their children to school to learn how to talk. And so forth.)
>
> **Third**, management. (How do you manage a class of thirty students all talking at the same time? How do I set up groups? How can I listen to everyone at once? When do I, the teacher, get to talk? Where is the time in a fifty-minute class? What do I do about completing my assigned course of study which is already more than I can handle and on which I will be evaluated by my supervisors?) (41).

The three reasons cited by teachers fall into different categories. "What is oral language ?" is an intellectual question. "Why bother about oral language?" is an emotional or attitudinal question. And "How can I organize and manage an oral language classroom?" is practical. Buckley further contends that even though language arts teachers agree with the speaking and listening integration within the classroom, it's teaching English as usual. Lamentingly, Buckley has to be agreed with. "...oral language, regardless of the rhetoric of whole or integrated language, will remain neglected. To neglect oral language is to deny the means of successful schooling for many, many students" (41). By simple logical reasoning, it is not hard to see why so many of us become overwhelmed, considering the job that we could very well have placed before us. Yet, we need to embrace what could very well be a golden opportunity: a chance to be a trail blazer.

At this point you are probably thinking "I am only one person. What can I possibly do?" As the Boy Scout motto goes, "Be Prepared." Whole language or integrated language programs, like them or not, are here to stay for awhile and may become a permanent fixture. For many of us this is already our reality. This educational philosophy forces us to examine our own communication philosophy and pedagogy. It also forces us to examine the issues of curriculum reform, one of which is "speaking and listening across the curriculum." It could force us to become "pioneers" in educational reform.

The following pages will provide the speech communication teacher with a sample plan to implement his/her own faculty workshop for speaking and listening across the curriculum. The following workshop format was developed by examining current university and college programs found from researching this topic, SCA's publication A Five-Step Model and Related Resource Materials for Creating an Oral Communication Faculty Development Workshop, an in-service on speech evaluation conducted by Indiana University at Kokomo for adjunct instructors on staff, and a workshop developed and implemented for the speech evaluation process for selected adjunct instructors within the Indiana University system for faculty development.

Speaking and Listening Across the Curriculum Workshop

Step One: Pre-Workshop

As with any workshop or in-service training session, the wants and needs of the faculty receiving training and the benefactors, the students, of this training should be

considered first. A quick survey, questionnaire, or some form of feedback from faculty and staff stating what they want in the form of in-service and what they expect from in-service is most beneficial. It is from this that you will decide the topics for training development. There is no need to discuss what the staff does not want or need.

A needs assessment survey could be conducted in lieu of the quick survey or questionnaire, or it could be an extenuation of the quick feedback. The needs assessment should be brief to insure feedback, and yet, it should include a variety of items to give you a clear focus of what the needs of the faculty and students entail. Attached are copies of SCA's A Five-Step Model, "Oral Communication Problems -- Student Form" and "Oral Communication -- Non-Student Form." (Appendix A and Appendix B) These forms will give you, the trainer, the basic background information needed to lay the groundwork for the workshop. These ready-made forms save time, but you could also develop your own forms for the needs assessment phase.

Step Two: What Goes on in the Workshop

As in any lesson a teacher would conduct, the objectives should be clearly stated. The topics for discussion should be previewed, as well as any expectations they may have of you or that you may have of them. It is here that teachers from the other disciplines need to understand what goes on in your classroom and what you actually do during the course of a class, day, unit, semester, or year. A handout or a syllabus providing a quick overview of your course content gives them a frame of reference or a basis for their own understanding.

To have real understanding, the faculty needs to understand the communication

process. A standard evaluation form that you use for classroom evaluation needs to be discussed. What does the evaluation form ask of the speaker? What are the requirements of a particular speech or of speeches in general? Unfamiliar terminology may have to be explained. Ethos, logos, and pathos will throw them, but they will most probably understand credibility, logic, and emotional appeal.

A videotape of past and/or present student speeches should be viewed. If you show present student speeches, show some of your better speakers. Sometimes faculty members will make comments to students about their performances. You only need to show three or four speeches of varying abilities. After each videotaped speaker, have the faculty discuss the speakers and their presentations. What is an "A" speech, a "B" speech, a "C" speech, and so forth? Have them explain why they assigned the grade that they did. What did they like or dislike about the speaker, the content, or the delivery? If there is general disagreement, have them discuss their reasoning and push for some form of consensus or agreement. These discussions are great for the understanding of the communication process, and they also prove to be interesting for the communication teacher. If you so desire, it is at this point where you can explain your evaluation/grading procedures for each speaker. (Appendix C) However, it is important that the faculty develop their own opinions and perspectives because they need to have some concept of what they expect or want in their respective classes.

Special problems or dilemmas facing the speech communication teacher need to be discussed at this point. Once they think that they have it all figured out, throw them a curve. How does the teacher evaluate the special needs student? Same criteria? Modification? These are ethical, professional, and sometimes highly emotional issues educators already face

with inclusion, but speaking does require some thought because it is so very open as opposed to private, pen and paper. The learning disabled student ironically usually does very well in a speech class. Most have problems with reading and writing, and oral language is their coping strategy to their learning process. Some of the better speakers will be these learning disabled students because they depend on delivery skills, speaking from the heart, and knowing the material. These students will speak to you instead of reading to you. Note cards serve them little purpose and usually are a hinderance to them.

Other problems facing newly trained faculty will be those students for whom English is a second language (ESL). Besides the obvious problem of language, there will be the dilemma of cultural differences affecting the communication process. These dilemmas will include nonverbal, gender, and attitudinal differences involving communication. How will the teacher evaluate these students? What happens when not only you but no one else in the class understands the speaker? These students completed the assigned work, so do they get credit for completion?

Closely related to the ESL student is the problem of dialects, depending upon what part of the country you are from and the cultural make up of your class. How do you distinguish between language ignorance and a student who regularly speaks with his/her cultural dialect because he/she is proud of that heritage? Do we decide what is acceptable and what is not acceptable language? Does it matter that dialect is acceptable for one teacher and not the other? How important is the language of a culture?

The training workshop also needs to include a section on the communication apprehensive (CA) student. While most of us view this as a "fact of life" in the speech

communication class, some teachers will be absolutely astounded that a honor roll student would willingly accept a failing grade rather than give a speech or make a presentation. The teacher needs to be aware of the teaching methods that the communication teacher utilizes to insure that all students speak, even the apprehensive ones. We need to share our trade secrets for the CA student's benefit. A lesson in compassion for the CA student is of most importance at this time.

Other dilemmas need to be discussed or at least mentioned. If the speech assignment is to persuade, and the student persuades the class but isn't the most ethical speaker, what course of action should take place? Be careful of your objectives. If the student is told merely to persuade, and he/she does so then who is at fault? Does the fault lie with the teacher for giving a vague assignment, the speaker for being unethical, or the class/audience for not being critical thinkers? Does a lesson in ethics follow this lesson?

What about videotaping? It is both a curse and a blessing. The blessing occurs when you need some concrete evidence of skills attained or not attained by the student. The videotape provides an oral sample of mastery skills for a student portfolio if your school uses portfolio assessment. And unfortunately, it gives you concrete evidence of why a student earned the grade that he/she received should there be any question. The curse lies in the hassle of obtaining equipment and maintaining that equipment. Technology has a way of making some people appear inept or stupid. But videotaping also inhibits even the best speakers and can take away the spontaneity of some speakers. Some students will forget that they have a live audience and, instead, mistakenly think that the camera is the audience. The teacher will have to decide if videotaping will work for them and the student or against the

two of them.

Share any humorous stories or experiences that you may have. Make them comfortable in knowing that we all have our war and horror stories to tell. Let them know that just when you thought you had heard it all, a student will absolutely amaze and astound you. You may also want to inform them that freedom of speech also has its consequences, and they may want to approve topics prior to delivery. Entertain any other questions or concerns that your faculty may have before moving on.

Once the faculty has a basic understanding of a public speaking situation, then its time for them to decide what they want from a speaker and a presentation. For many, it will be exactly what they have just seen in your video presentation or something very similar to it. Provide sample speaking assignments that have been used in other disciplines. You should have some on file for interdisciplinary assignments, or as we already know, our students choose an array of topics to speak upon throughout the semester or year that would also work as appropriate examples. Surprisingly for some of us, some faculty members already have developed some assignments of their own. What these faculty members want are guidelines and/or suggestions to make these assignments work for them or to enhance the quality of these assignments, usually in the form of speaker delivery and/or an evaluation process. Be sure to have speaking assignments for all the disciplines and having more than one assignment per discipline is even better. (See handout packet) Modeling is an important teaching tool for students in communication, and it is no different here.

The faculty needs to be made aware that more than one evaluation tool can be used, and these tools can be tailored for their specific assignments and objectives. While many of

us have a standard evaluation form that we can share, we need to share the various other evaluation forms that we have on file. The various components of the evaluation forms need to be addressed and explained. For instance, how much will content weight in the grade, or how much emphasis will be placed on delivery? They may also want to think about time constraints here. From the multitude of evaluation forms, the faculty can easily and readily tailor one for themselves, use one of yours, or use a variety of evaluation forms until they find the ones that best suit their needs.

It is at this point where I explain what I consider my philosophy and pedagogy to be, and I tell them what works and what does not work for me in the classroom. My colleague then explains her perspective and also her successes and failures in the classroom. It needs to emphasized that though the two of us agree most of the time, we are two different communication teachers and have our own styles of teaching, though somewhat similar.

Step three: Concluding the workshop and following up on the workshop

The wrap up or conclusion of the workshop has always been a positive one. Teachers in the other disciplines go away with either new knowledge on a subject or a better understanding of a subject. Most are eager and most willing to experiment with their new lessons or improved lessons. Many will follow up with a few success stories of their own and some learning experiences as well. For the trainer, I have always come away with the feeling of "Yes, I survived another presentation!" or one of those warm, fuzzy feelings that you have helped a colleague and, most importantly, many, many students.

As the communication expert and resource personnel that you have now become, you

have an obligation to follow up on your colleagues. Check progress from time to time, extend your resources to them, and provide support whenever possible. You never know when you may need their resources and help on some future project, and most are always willing to return the favor.

Some Points to Ponder

There are three areas which still need to be addressed by the speech communication teachers themselves. These areas include the advantages of training a faculty and staff in speaking and listening across the curriculum, some potential problems of training a staff, and implications of this type of training for our discipline.

The advantages of training a faculty in speaking and listening across the curriculum are numerous. Trained teachers can offer aid and assistance to students that you may not be able to reach for a variety of reasons. Criteria for speaking assignments and presentations tend to be clearer for students having classes with trained teachers. Active learning is taking place within the discipline as opposed to passive learning. Students are being forced to think critically. And lastly, more learning takes place within the classroom because more information on various subjects is being shared. (Cronin and Glenn, 358-359)

Potential problems can be a result of cross-curricular training. Administrators facing scarce resources and competing priorities may see this cross-curricular training as an inexpensive alternative to the basic speech course. Faculty in other disciplines may assume too readily that they know how to teach speech with little or no assistance. Thus, we have developed "Super Teacher." Whether fueled by a enormous ego or a mistaken belief that they

can teach anything, these misinformed, misguided teachers usually do more harm by supplying nonexistent or useless aid to individual students and hamper the promotion the speech communication discipline itself. If not handled properly, this cross-curricular training could provide little benefit to students and even increase performance anxiety. Improper or even wrong advice could be given to students. (360)

The implications for our discipline are positive in nature. If speaking and listening across the curriculum workshops achieve their stated objectives, this approach of teaching may provide a lasting benefit to students. Our discipline can and should play a major role in fostering the mastery of these skills for all students at all grade levels. This training may create an additional demand for other types of speech courses offered within the curriculum. New opportunities for speech faculty will develop to provide in-service for our colleagues and the development of new teaching tools. Team teaching and interdisciplinary teaching could very well become a viable teaching strategy for many teachers and institutions. Students, teachers from other disciplines, administrators, and the public in general will be made aware of the value and academic credibility of the speech communication discipline. (360)

What we ourselves have discovered through the whole language or integrated language movement is somewhat disturbing for us personally, and it may be disturbing for you as well. While it is generally accepted that speaking and listening across the curriculum needs to be addressed and implemented into the curriculum, the concept of oral language is misunderstood and very much neglected. Unfortunately, our sister discipline, the language arts or English teacher, is our stumbling block. It is "she" who usually misguides, misinforms, and mismanages the integrated communication curriculum. As stated before,

merely providing the opportunity to talk and listen is not teaching the communication process. Teachers from the other disciplines will readily admit their initial concerns and lack of expertise. It is these teachers who are usually more receptive to the cross curriculum teaching approach.

To end on a positive, however, we believe that as speech communication teachers we have the opportunity to "toot our own horn" as experts. We can provide instruction for the implementation of speaking and listening across the curriculum. The benefits provided for our students will be limitless. We have the opportunity to be the leaders, the pioneers, the trail blazers, in an educational reform movement now in its stage of infancy.

ORAL COMMUNICATION PROBLEMS--STUDENT FORM*

I have problems:		Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
1.	Listening effectively to spoken English.	4	3	2	1	0
2.	Using words, pronunciation, and grammar appropriate for situation.	4	3	2	1	0
3.	Using nonverbal signs appropriate for situations.	4	3	2	1	0
4.	Using voice effectively.	4	3	2	1	0
5.	Identifying main ideas in messages.	4	3	2	1	0
6.	Distinguishing facts from opinions.	4	3	2	1	0
7.	Distinguishing between informative and persuasive messages.	4	3	2	1	0
8.	Recognizing when another does not understand your message.	4	3	2	1	0
9.	Expressing ideas clearly and concisely.	4	3	2	1	0
10.	Expressing and defending with evidence your point of view.	4	3	2	1	0
11.	Organizing (order) messages so that others can understand them.	4	3	2	1	0
12.	Asking questions to obtain information.	4	3	2	1	0
13.	Answering questions effectively.	4	3	2	1	0
14.	Giving concise and accurate directions.	4	3	2	1	0
15.	Summarizing messages.	4	3	2	1	0
16.	Describing another's viewpoint.	4	3	2	1	0
17.	Describing differences in opinion.	4	3	2	1	0
18.	Expressing feelings to others.	4	3	2	1	0
19.	Performing social rituals.	4	3	2	1	0

*The nineteen items included in this needs assessment survey are derived from: *SCA Guidelines Speaking and Listening Competencies for High School Graduates* (Annandale, VA: Speech Communication Association, 1978).

ORAL COMMUNICATION PROBLEMS--NON-STUDENT FORM*

Students have problems:		Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
1.	Listening effectively to spoken English.	4	3	2	1	0
2.	Using words, pronunciation, and grammar appropriate for situation.	4	3	2	1	0
3.	Using nonverbal signs appropriate for situations.	4	3	2	1	0
4.	Using voice effectively.	4	3	2	1	0
5.	Identifying main ideas in messages.	4	3	2	1	0
6.	Distinguishing facts from opinions.	4	3	2	1	0
7.	Distinguishing between informative and persuasive messages.	4	3	2	1	0
8.	Recognizing when another does not understand your message.	4	3	2	1	0
9.	Expressing ideas clearly and concisely.	4	3	2	1	0
10.	Expressing and defending with evidence your point of view.	4	3	2	1	0
11.	Organizing (order) messages so that others can understand them.	4	3	2	1	0
12.	Asking questions to obtain information.	4	3	2	1	0
13.	Answering questions effectively.	4	3	2	1	0
14.	Giving concise and accurate directions.	4	3	2	1	0
15.	Summarizing messages.	4	3	2	1	0
16.	Describing another's viewpoint.	4	3	2	1	0
17.	Describing differences in opinion.	4	3	2	1	0
18.	Expressing feelings to others.	4	3	2	1	0
19.	Performing social rituals.	4	3	2	1	0

*The nineteen items included in this needs assessment survey are derived from: *SCA Guidelines Speaking and Listening Competencies for High School Graduates* (Annandale, VA: Speech Communication Association, 1978).

Works Cited

Allen, Ron R., S. Clay Willmington, and Jo Sprague. Communication in the Secondary School: A Pedagogy. 3rd ed. Scottsdale, Arizona: Gorsuch Scarisbrick, Publishers, 1991.

Buckley, Marilyn Hanf. "Oral Language: A Curriculum Yet to Come." English Journal. 84.1 (January 1995): 41-45.

Chesebro, James W. A Five-Step Model and Related Resource Materials for Creating an Oral Communication Faculty Development Workshop. Annandale, Virginia: Speech Communication Association, 1990.

Cronin, Michael W. and Phillip Glenn. "Oral Communication Across the Curriculum in Higher Education: The State of the Art." Communication Education. 40.4 (October 1991): 356-367.

Peterson, Kathleen, and Patricia Hadley, Eds. Rationale Kit: Statements Supporting Speech Communication. Annandale, Virginia: Speech Communication Association, 1986.

Witkin, Belle Ruth, Mae L. Lovern, and Sara W. Lundsteen. "Oral Communication in the English Language Arts Curriculum: A National Perspective." Communication Education. 45.1 (January 1996): 40-58.

RESOURCES FOR SPEAKING AND LISTENING ACROSS THE CURRICULUM

Allen, Ron R., S. Clay Willmington, and Jo Sprague. Communication in the Secondary School: A Pedagogy. 3rd ed. Scottsdale, Arizona: Gorsuch Scarisbrick, Publishers, 1991.

Barnes, Judith A., and Andrew F. Hayes. "Integration of the Language Arts and Teacher Training: An Examination of Speech Communication Instruction in the High School English Classroom." Communication Education 44.4 (October 1995): 307-320.

Berko, Roy. Effective Instructional Strategies: Increasing Speaking/Listening Achievement in K-12. Annandale, Virginia: Speech Communication Association, 1994.

Blankenship, Jane, and Sara Latham Stelzner. Speech Communication Activities in the Writing Classroom. Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills, 1979.

Bock, Douglas, G., and E. Hope Bock. Evaluating Classroom Speaking. Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills, 1988.

Buckley, Marilyn Hanf. "Oral Language: A Curriculum Yet to Come." English Journal. 84.1 (January 1995): 41-45.

Buys, William E., and James M. Copeland. Speech Activities in the High School: A Non-Competitive Approach. Lincolnwood, Illinois: National Textbook Company, 1983.

Cayer, Roger L., Jerome Green, and Elmer E. Baker, Jr. Listening and Speaking in the English Classroom: A Collection of Readings. New York: The MacMillan Company, 1971.

Chesebro, James W. A Five-Step Model and Related Resource Materials for Creating an Oral Communication Faculty Development Workshop. Annandale, Virginia: Speech Communication Association, 1990.

---, et al. "Communication Apprehension and Self Perceived Communication Competence of At-Risk Students." Communication Education. 41.4 (October 1992): 345-360.

Clinton, Barbara L. "Informative Communication Instruction: An Application of Theory and Research to the Elementary School Classroom." Communication Education. 41.1 (January 1992): 54-67.

Cooper, Pamela J. Activities for Teaching Speaking and Listening: Grades 7-12. Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills, 1985.

---. Speech Communication for the Classroom Teacher. 3rd ed. Scottsdale, Arizona: Gorsuch, Scarisbrick, Publishers, 1988.

---, and Kathleen M. Galvin, Eds. The Future of Speech Communication Education. Annandale, Virginia: Speech Communication Association, 1989.

---, and Philip A. Gray. "Integrating Oral Communication Skills Across the Curriculum K-6." Unpublished paper presented to the Speech Communication Association. Atlanta, Georgia, 1991.

Cronin, Michael W. and George L. Grice. "A Comparative Analysis of Training Models Versus Consulting/Training Models for Implementing Oral Communication Across the Curriculum." Communication Education. 42.1 (January 1993): 1-9.

---, and Phillip Glenn. "Oral Communication Across the Curriculum in Higher Education: The State of the Art." Communication Education. 40.4 (October 1991): 356-367.

Daniel, Arlie V., Ed. Activities Integrating Oral Communication Skills for Students K-8. Annandale, Virginia: Speech Communication Association, 1992.

DeWitt, Jean, et al. "Oral Communication Competency and Teacher Certification in the U.S.: Reality and Recommendations." Communication Education. 40.2 (April 1991): 144-151.

Feezel, Jerry D. "Packet for K-12 Assessment Issues." Unpublished paper presented to the Speech Communication Association. San Antonio, Texas, 1995.

Fenton, Ray, ed. "Assessing and Testing Oral Communication in Kindergarten through Grade 12." Unpublished paper presented to the Speech Communication Association. San Antonio, Texas, 1995.

Golub, Jeff. Activities for an Interactive Classroom. Urbana, Illinois: National Council of Teachers of English, 1994.

---, et al. Activities to Promote Critical Thinking. Urbana, Illinois: National Council of Teachers of English, 1986.

---. Focus on Collaborative Learning. Urbana, Illinois: National Council of Teachers of English, 1988.

Grover, Herbert J., et al. Classroom Activities in Speaking and Listening. Madison, Wisconsin: Wisconsin Department of Public Instruction, 1991.

Guidelines for Developing Oral Communication Curricula in Kindergarten through Twelfth Grade. Annandale, Virginia: Speech Communication Association, 1991.

Martin, Nancy, et al. Writing and Learning Across the Curriculum. Montclair, New Jersey: Boynton/Cook Publishers, Inc., 1976.

McCroskey, James C. and Virginia P. Richmond. "An Instructional Communication Program for In-Service Teachers." Communication Education. 41. (April 1992): 215-223.

McCutcheon, Randall, James Schaffer, and Joseph R. Wycoff. Communication: Building Self Confidence and Improving Delivery. Videocassette. New York: West Publishing Company, 1994.

---. Communication Matters. New York: West Publishing Company, 1994.

---. Communication Matters: Teacher's Resource Binder. New York: West Publishing Company, 1994.

Metcalfe, Sheldon. Building a Speech: An Interactive Approach. CD-Rom. Chicago: Brown and Benchmark Publishers, 1995.

Morreale, Sherwyn P., and Philip M. Backlund. Large Scale Assessment of Oral Communication: K-12 and Higher Education. 2nd ed. Annandale, Virginia: Speech Communication Association, 1996.

---, Pamela Shockley-Zalabak, and Penny Whitney. "The Center for Excellence in Oral Communication: Integrating Communication Across the Curriculum." Communication Education. 42.1 (January 1993): 10-21.

Most, Marshall G. "Certification Standards for Speech Communication Teachers: A Nationwide Survey." Communication Education. 43.3 (July 1994): 195-204.

O'Keefe, Virginia P. Affecting Critical Thinking through Speech. Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills, 1986.

---. "Review Essay: Intermediate and Secondary Level Textbooks in Speech Communication." Communication Education. 41.4 (October 1992):

---. Speaking to Think/Thinking to Speak: The Importance of Talk in the Learning Process. Portsmouth, New Hampshire: Boynton/Cook Publishers, 1995.

Peterson, Kathleen, and Patricia Hadley, Eds. Rationale Kit: Statements Supporting Speech Communication. Annandale, Virginia: Speech Communication Association, 1986.

Rubin, Donald L., and William M. Dodd. Talking into Writing: Exercises for Basic Writers. Urbana, Illinois: National Council of Teachers of English, 1987.

---, and Nancy A. Mead. Large Scale Assessment of Oral Communication Skills: Kindergarten through Grade 12. Urbana, Illinois: Eric Clearinghouse on Reading and Communication Skills, 1984.

Rubin, Rebecca B., S. A. Welch, and Rick Buerkel. "Performance-Based Assessment of High School Speech Instruction." Communication Education. 44.1 (January 1995): 30-39.

Speaking and Listening Assessment Guidelines. Kansas Speech Communication Association. 1994.

Speaking and Listening Competencies. Annandale, Virginia: Speech Communication Association, 1991.

Speaking, Listening, and Media Literacy Standards for K through 12 Education. Annandale, Virginia: Speech Communication Association, 1996.

Steen, Douglas R., et al. Teaching with the Internet. Bellevue, Washington: Resolution Business Press, Inc., 1995.

Steil, Lyman K. The Secondary Teacher's Listening Resource Unit: A Guide to Teaching Listening. St. Paul, Minnesota: Communication Development, Inc., 1982.

Witkin, Belle Ruth, Mae L. Lovern, and Sara W. Lundsteen. "Oral Communication in the English Language Arts Curriculum: A National Perspective." Communication Education. 45.1 (January 1996): 40-58.

"Writing Across the Curriculum." Writer's Inc: Teacher Resource Book. New York: D.C. Heath and Company, 1994.